

LESSON PLAN TEMPLATE – Online Teaching

Name of Teacher: Amany Ismail

Date: April 8, 2020

Length of Lesson: 90 minutes

Level: Conversation 3

Book/Units: Skillful 3/ 1, 2, 3, 4, & 5

No. Students: 17

Language Focus

Language points – *Specific vocabulary, grammar, pronunciation points; specific functions you will teach*

Language skills – *Circle the primary skill/s you will teach and underline others students will use in the lesson*

Speaking

Listening

Reading

Writing

Grammar

Vocabulary

Pronunciation

Learning Objectives

By the end of the lesson, students will be able to:

- ✓ Study more information about animals' intelligence and share their thoughts.
- ✓ Take notes while watching a video and answer questions in pairs
- ✓ Know how to use reduced adverbs and form sentences
- ✓ Assess those who support or oppose an opinion; or when the opinion is not clear.
- ✓ Use 'make' and 'do' collocation in different contexts.
- ✓ Discuss information about fires and anything related to this word.
- ✓ Use the most relevant vocabulary to talk about fires.

Students' Online Experience

<i>What challenges do you anticipate your students will have with the online delivery of this lesson?</i>	<i>How will you avoid and/or address these challenges in your lesson planning and delivery?</i>
Internet connection Confusion until they get used to the LMS program Noise surrounding them Uncomfortable using technology to learn and preferring the old school strategy of teaching.	Comforting them that even if they are disconnected, they won't miss anything because the session is recorded Help them step by step anytime they need to know how to use anything in the LMS program. Will let them know about my office hours and that they are always welcome to ask any questions and I will be helping them.

	Will try to use a lot of activities to enjoy online class and talk about how this new tool is better and more beneficial.
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TIME	TOPIC/ACTIVITY	PROCEDURES	INTERACTION*	MATERIALS	ONLINE TOOLS	NOTES @ Tech Issues
6:00-6:10	Checking Assignments	Each learner will take a turn to speak answer one of the questions.	Discuss any mistakes.	Book		
6:10-6:20	Animal's intelligence discussion	Continuing from last session, learners are going to share the animals they think are smart and why/how they are smart.	discussion	From an Online YouTube video	https://www.youtube.com/watch?v=3eNzWU3Z8IU (00:45 – 3:15)	
6:20-6:50	Discussion on meditation	Each learner will take turn to talk about how they meditation; making the information in the video their reference	Pre-watching the video Poll on who meditates and whether they know how to meditate	From an Online YouTube video	https://www.youtube.com/watch?v=l9QnouWxfiM (beginning-5:34)	
6:50-7:00	Make vs. Do collocation	Answering, in turns, the exercise on collocations. Use these collocations in different sentences in exercise 3.	Board to allow learners leave their notes Multi-user tools to answer on the shared presentation	Book (p. 31 & 32)		
7:00 7:10	Reduced adverbs	Use reduced adverbs as connectors to form sentences. Answer exercise 2.	Will use the board to answer	Book (P. 33)		

7:10-7:30	Start unit 4	<p>Discussion on what pops in your mind when you hear the word "fire"</p> <p>Tell us a story using vocabulary in the text book</p> <p>Inform learners about next session's assignment and make sure there is no confusion.</p>	Learners will answer vocabulary in the book by using the pencil tool	Book (p.37)		
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*** Interaction patterns during BBB lesson: T > Ss; T > S; S > T; S > S; S > Ss; S (individual work)**

HOMEWORK:

Listening exercises on pages: 29, 30 & 34.

Screenshots of the pages of this homework is uploaded in supplementary material on LMS; as well as the audios.